



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

715 E. Montecito, Phoenix, AZ 85014

Osborn Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Judith Whiles  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : Pre-K-6  
 Web Address : www.osbornnet.org  
 Phone Number : (602) 707-2500  
 Fax Number : (602) 707-2540  
 E-mail : jwhiles@osbornnet.org

Mission

Our fundamental purpose is learning and we share a collective responsibility to ensure that ALL students learn what we intend.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All sub groups tested on the embedded Standardized test items will maintain one year's growth.
- ü To maintain the daily attendance rate at-or-above 95% as evidenced by the school report.
- ü Each year we will increase the percentage of students meeting or exceeding the AZ State Standards in Reading and Math as tested by AIMS. We will decrease the percentage of in FFB in Reading and Math as measured by the AIMS.
- ü All sub groups tested on the embedded Standardized test items will maintain one year's growth.

Enrollment

October 1, 2005 School Year Student Enrollment : 536  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- Û High-level Technology Access
- Û Full-day Kindergarten
- Û Schoolwide Title I Assistance
- Û PE/Music/Art
- Û Hands-on Science
- Û Experiential Math
- Û Balanced Literacy Program
- Û Social Studies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Montecito will provide an environment that encourages positive communication, has training opportunities for school participants, sets high standards for academic achievement, and provides challenging, relevant instruction that meets student needs.

Parents

Montecito School expects parents to have students attend school regularly, support students in completing homework, support school and class rules, provide efficient nutrition and rest as well as attend parent seminars, conferences and meetings.

Transportation Policy

The district provides transportation for students who live in the district and at least one mile from school, students with disabilities who require transportation, and students living where hazardous routes exist.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	437	80010	96	99	99	448	438	447	14	18	10	16	20	18	45	46	53	25	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	224	38935	98	98	99	436	439	447	16	14	9	16	20	19	51	51	55	16	15	17
Male	30	212	40974	94	100	98	464	436	448	10	22	11	17	19	18	37	41	52	37	18	19
African American	NC	51	4201	NC	94	99	NC	425	430	NC	29	17	NC	18	23	NC	33	51	NC	20	9
Hispanic	59	276	34545	97	99	99	444	435	432	15	19	14	17	20	24	49	47	53	19	14	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	49	3979	NC	100	96	NC	436	424	NC	10	17	NC	27	30	NC	49	47	NC	14	6
White	NC	53	35142	NC	100	99	NC	455	465	NC	9	5	NC	15	11	NC	53	56	NC	23	28
Students with Disabilities	NC	55	10161	NC	98	93	NC	404	419	NC	40	28	NC	31	28	NC	24	36	NC	5	8
Students without Disabilities	70	382	69849	96	99	100	450	442	451	11	14	7	17	18	17	46	49	56	26	18	19
Limited English Proficient Students	21	110	14013	95	100	97	402	404	413	33	34	24	38	32	34	29	35	39	NA	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	68	381	39029	94	97	98	450	439	432	13	17	14	13	19	25	49	48	52	25	17	9
Non-Economically Disadvantaged	NC	56	40981	NC	100	100	NC	430	462	NC	25	6	NC	25	13	NC	36	54	NC	14	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	432	79438	93	98	98	435	430	451	20	20	9	27	28	24	46	47	56	7	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	222	38775	93	97	99	427	436	457	22	14	7	32	30	22	41	50	58	5	6	13
Male	30	209	40560	94	98	97	446	423	446	17	26	12	20	27	25	53	44	54	10	2	9
African American	NC	51	4178	NC	94	98	NC	424	439	NC	22	13	NC	31	29	NC	45	52	NC	2	6
Hispanic	57	271	34297	93	97	98	429	425	434	19	23	14	32	27	31	46	46	50	4	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	49	3940	NC	100	95	NC	431	429	NC	12	14	NC	45	36	NC	39	47	NC	4	3
White	NC	53	34887	NC	100	98	NC	455	471	NC	13	4	NC	19	15	NC	58	63	NC	9	18
Students with Disabilities	NC	50	9588	NC	89	88	NC	381	416	NC	52	30	NC	22	32	NC	26	34	NC	NA	5
Students without Disabilities	70	382	69850	96	99	100	436	435	456	20	16	7	26	29	23	47	50	59	7	5	12
Limited English Proficient Students	19	105	13856	86	95	96	384	390	407	47	43	27	47	41	43	5	16	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	66	376	38685	92	96	97	439	431	435	15	18	14	29	29	32	48	49	50	8	4	5
Non-Economically Disadvantaged	NC	56	40753	NC	100	99	NC	421	467	NC	32	5	NC	27	16	NC	36	62	NC	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	436	79971	96	99	99	400	397	423	12	16	8	53	45	41	33	38	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	224	38974	98	98	99	406	420	437	9	7	5	53	42	33	35	49	57	2	2	4
Male	30	211	40895	94	99	98	391	373	410	17	26	10	53	48	47	30	26	41	NA	0	2
African American	NC	51	4203	NC	94	99	NC	389	411	NC	22	11	NC	49	45	NC	27	43	NC	2	2
Hispanic	59	276	34481	97	99	99	390	392	410	14	18	10	59	45	46	27	37	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	49	3995	NC	100	96	NC	394	409	NC	14	10	NC	47	47	NC	39	42	NC	NA	1
White	NC	52	35150	NC	100	99	NC	425	437	NC	6	5	NC	40	35	NC	48	56	NC	6	5
Students with Disabilities	NC	53	10258	NC	95	94	NC	309	377	NC	49	23	NC	34	51	NC	17	25	NC	NA	1
Students without Disabilities	70	383	69713	96	99	100	402	408	429	10	11	5	54	46	39	34	41	52	1	2	3
Limited English Proficient Students	21	110	13985	95	100	97	344	351	382	33	34	18	57	48	54	10	18	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	68	381	38994	94	97	98	404	401	409	12	15	10	51	45	47	35	39	41	1	1	1
Non-Economically Disadvantaged	NC	55	40977	NC	100	100	NC	371	437	NC	25	5	NC	44	34	NC	29	56	NC	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	436	80147	100	100	99	470	473	482	12	14	11	21	17	17	53	50	49	14	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	223	39281	100	99	99	476	474	483	10	13	9	18	16	17	54	53	50	18	17	24
Male	37	213	40780	100	100	98	463	472	482	14	15	12	24	18	17	51	47	48	11	20	24
African American	NC	50	4249	NC	100	99	NC	465	464	NC	14	17	NC	26	22	NC	46	48	NC	14	13
Hispanic	57	260	33494	100	100	99	469	472	466	12	13	15	19	17	23	54	50	49	14	19	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	58	4117	NC	100	96	NC	480	456	NC	16	19	NC	7	27	NC	60	46	NC	17	8
White	NC	60	36122	NC	95	99	NC	479	501	NC	13	5	NC	18	10	NC	43	50	NC	25	35
Students with Disabilities	15	56	10295	94	97	92	404	422	443	53	50	33	33	21	26	13	27	33	NA	2	8
Students without Disabilities	61	380	69852	100	100	100	485	480	488	2	9	7	18	16	16	62	54	51	18	21	26
Limited English Proficient Students	19	113	12722	95	100	97	449	444	441	21	27	27	26	24	33	42	43	37	11	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	70	401	38371	97	98	97	469	473	465	11	14	15	21	17	23	53	50	49	14	19	13
Non-Economically Disadvantaged	NC	35	41776	NC	100	100	NC	469	498	NC	14	6	NC	20	11	NC	57	49	NC	9	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	430	79686	91	99	98	454	449	470	14	21	11	35	29	24	45	46	57	6	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	221	39163	92	98	99	456	454	475	14	18	9	33	29	22	44	47	60	8	7	10
Male	33	209	40438	89	99	97	451	444	465	15	23	13	36	30	25	45	45	54	3	2	7
African American	NC	50	4228	NC	100	98	NC	460	458	NC	18	15	NC	26	28	NC	46	53	NC	10	4
Hispanic	52	255	33299	91	98	98	449	446	452	15	22	17	35	29	32	46	45	47	4	4	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	56	4087	NC	100	96	NC	449	446	NC	13	16	NC	38	38	NC	48	44	NC	2	2
White	NC	61	35914	NC	97	98	NC	457	489	NC	25	5	NC	21	15	NC	49	67	NC	5	14
Students with Disabilities	NC	50	9808	NC	86	87	NC	406	432	NC	60	35	NC	18	32	NC	22	30	NC	NA	3
Students without Disabilities	61	380	69878	100	100	100	460	454	475	10	16	8	34	31	23	49	49	61	7	5	9
Limited English Proficient Students	16	110	12594	80	97	96	432	417	422	19	44	34	56	33	45	25	23	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	64	396	38095	89	97	97	452	449	452	16	21	17	36	29	32	42	45	48	6	5	3
Non-Economically Disadvantaged	NC	34	41591	NC	100	99	NC	452	486	NC	21	6	NC	26	16	NC	50	65	NC	3	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	434	80372	100	100	99	450	454	475	11	10	4	37	36	30	51	53	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	224	39452	100	100	99	463	461	488	10	9	3	28	28	22	62	63	72	NA	0	3
Male	37	210	40836	100	100	98	437	446	464	11	10	6	46	46	37	41	43	56	3	1	1
African American	NC	48	4264	NC	100	99	NC	458	465	NC	10	5	NC	38	35	NC	52	59	NC	NA	1
Hispanic	57	259	33608	100	99	99	450	453	462	9	8	6	42	39	36	49	51	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	58	4128	NC	100	97	NC	459	464	NC	10	4	NC	24	39	NC	64	56	NC	2	1
White	NC	61	36213	NC	97	99	NC	459	489	NC	10	2	NC	34	22	NC	54	72	NC	2	3
Students with Disabilities	15	54	10526	94	93	94	364	394	427	40	30	15	47	57	53	7	11	31	7	2	1
Students without Disabilities	61	380	69846	100	100	100	470	462	482	3	7	3	34	33	26	62	59	69	NA	1	2
Limited English Proficient Students	19	113	12747	95	100	97	421	414	432	16	22	12	53	49	52	32	29	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	70	398	38521	97	97	98	449	455	461	10	9	6	39	37	38	50	53	55	1	1	1
Non-Economically Disadvantaged	NC	36	41851	NC	100	100	NC	439	489	NC	17	3	NC	28	22	NC	56	72	NC	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	408	79306	100	98	99	511	495	504	9	18	13	22	23	20	46	41	49	24	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	200	38845	100	97	99	512	495	505	3	14	11	22	25	20	50	45	50	25	17	18
Male	36	208	40383	100	99	98	509	494	504	14	23	14	22	21	19	42	38	47	22	18	19
African American	NC	41	4171	NC	91	98	NC	489	485	NC	22	20	NC	24	26	NC	32	44	NC	22	10
Hispanic	53	252	32673	100	98	99	511	493	487	9	20	18	25	25	25	40	38	46	26	17	10
Asian/Pacific Islander	NC	11	2147	NC	100	99	NC	499	539	NC	9	5	NC	18	10	NC	55	46	NC	18	40
American Indian/Alaskan Native	NC	39	4034	NC	98	97	NC	489	479	NC	15	22	NC	21	29	NC	49	43	NC	15	7
White	NC	65	36234	NC	100	99	NC	508	523	NC	12	6	NC	17	13	NC	52	52	NC	18	28
Students with Disabilities	11	65	10286	100	90	91	449	455	462	45	45	41	27	28	27	27	23	27	NA	5	5
Students without Disabilities	57	343	69020	100	100	100	520	501	510	2	13	9	21	22	18	49	45	52	28	20	21
Limited English Proficient Students	22	95	10291	100	97	96	480	459	458	14	40	38	36	33	34	41	23	26	9	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	63	367	37437	100	96	97	513	495	486	8	19	19	21	23	26	46	41	46	25	17	9
Non-Economically Disadvantaged	NC	41	41869	NC	100	100	NC	498	521	NC	17	7	NC	22	14	NC	41	51	NC	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	407	79000	100	98	98	469	470	489	11	18	10	35	29	24	52	51	58	2	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	203	38774	100	99	99	482	474	494	9	16	7	25	25	22	63	56	61	3	2	10
Male	33	204	40150	100	97	98	456	465	485	12	20	12	45	34	25	42	45	55	NA	1	8
African American	NC	42	4153	NC	93	98	NC	475	476	NC	21	13	NC	24	30	NC	50	53	NC	5	4
Hispanic	51	250	32508	100	98	98	465	466	472	14	20	15	37	32	33	47	46	49	2	2	3
Asian/Pacific Islander	NC	11	2142	NC	100	99	NC	467	510	NC	9	4	NC	45	14	NC	45	67	NC	NA	16
American Indian/Alaskan Native	NC	40	4016	NC	100	96	NC	471	467	NC	15	14	NC	25	37	NC	60	46	NC	NA	2
White	NC	64	36135	NC	100	98	NC	483	508	NC	9	4	NC	25	14	NC	64	67	NC	2	15
Students with Disabilities	NC	63	9991	NC	88	88	NC	433	449	NC	43	33	NC	30	36	NC	27	29	NC	NA	2
Students without Disabilities	57	344	69009	100	100	100	474	475	495	9	13	6	33	29	22	56	55	62	2	2	10
Limited English Proficient Students	20	91	10199	91	93	95	438	430	439	25	45	35	65	44	47	10	11	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	60	366	37234	95	95	97	471	469	472	10	18	15	35	29	33	53	51	50	2	2	3
Non-Economically Disadvantaged	NC	41	41766	NC	100	99	NC	474	505	NC	15	5	NC	32	16	NC	51	65	NC	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	409	79611	100	98	99	471	465	496	12	15	7	49	46	37	40	39	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	201	39016	100	98	99	491	484	511	9	9	4	34	43	29	56	48	66	NA	NA	1
Male	36	208	40519	100	99	98	452	446	482	14	21	10	61	49	44	25	30	46	NA	NA	0
African American	NC	43	4188	NC	96	98	NC	482	486	NC	14	9	NC	37	40	NC	49	50	NC	NA	0
Hispanic	53	252	32855	100	98	99	466	459	481	15	18	10	47	46	43	38	37	47	NA	NA	0
Asian/Pacific Islander	NC	10	2149	NC	91	100	NC	NA	519	NC	NA	4	NC	NA	24	NC	NA	70	NC	NA	2
American Indian/Alaskan Native	NC	39	3992	NC	98	96	NC	474	478	NC	10	10	NC	54	46	NC	36	44	NC	NA	0
White	NC	65	36380	NC	100	99	NC	468	511	NC	12	4	NC	46	30	NC	42	65	NC	NA	1
Students with Disabilities	11	68	10664	100	94	94	413	390	440	18	41	23	64	41	54	18	18	22	NA	NA	1
Students without Disabilities	57	341	68947	100	99	100	480	478	504	11	10	4	46	47	34	44	43	61	NA	NA	1
Limited English Proficient Students	22	93	10362	100	95	97	411	400	438	32	41	22	59	48	57	9	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	63	369	37626	100	96	98	474	464	479	11	16	10	49	47	45	40	37	45	NA	NA	0
Non-Economically Disadvantaged	NC	40	41985	NC	100	100	NC	482	511	NC	10	4	NC	38	30	NC	53	65	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	362	79327	100	100	98	504	516	518	30	20	19	18	17	20	42	49	46	10	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	189	38961	100	100	98	493	515	520	41	23	16	15	17	20	38	44	48	5	15	16
Male	34	173	40295	100	99	97	517	516	516	18	17	21	21	17	19	47	54	44	15	12	16
African American	NC	51	4247	NC	100	98	NC	496	499	NC	33	27	NC	12	24	NC	47	41	NC	8	8
Hispanic	56	220	32327	100	99	98	502	515	499	30	20	27	18	19	25	41	46	41	11	15	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	520	489	NC	16	32	NC	14	27	NC	65	36	NC	5	4
White	NC	46	36373	NC	100	98	NC	526	538	NC	13	10	NC	22	14	NC	50	52	NC	15	25
Students with Disabilities	12	45	9321	100	94	87	466	477	467	67	47	54	NA	16	22	33	36	21	NA	2	3
Students without Disabilities	61	317	70006	100	100	100	511	521	524	23	17	14	21	17	19	44	50	49	11	15	18
Limited English Proficient Students	17	67	9431	100	100	95	463	470	466	65	54	53	18	21	27	18	22	18	NA	3	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	62	318	37097	100	97	97	508	518	498	26	19	27	19	17	25	44	49	41	11	14	7
Non-Economically Disadvantaged	11	44	42230	100	100	99	482	501	535	55	32	11	9	16	15	36	43	50	NA	9	24

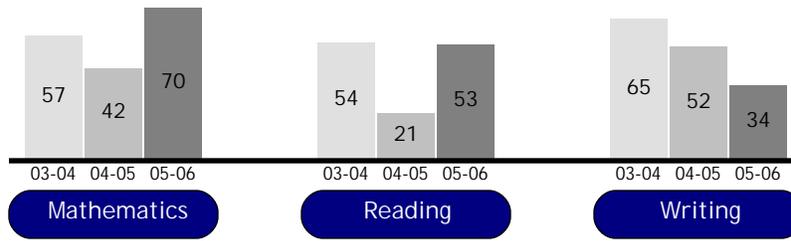
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	361	79501	100	100	98	472	485	497	13	12	10	46	32	25	41	52	60	NA	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	189	39062	100	100	99	464	488	502	18	12	8	50	32	23	32	52	64	NA	4	5
Male	30	172	40368	94	99	98	482	482	491	7	13	13	40	33	27	53	52	57	NA	3	3
African American	NC	52	4279	NC	100	99	NC	473	485	NC	19	14	NC	33	30	NC	46	54	NC	2	2
Hispanic	52	220	32389	100	99	98	472	483	478	15	13	16	42	34	34	42	50	48	NA	3	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	35	4401	NC	100	96	NC	491	473	NC	6	17	NC	26	40	NC	66	43	NC	3	1
White	NC	46	36446	NC	100	99	NC	501	516	NC	7	4	NC	30	15	NC	57	73	NC	7	7
Students with Disabilities	NC	45	9411	NC	94	88	NC	447	453	NC	27	36	NC	49	36	NC	24	26	NC	NA	1
Students without Disabilities	60	316	70090	100	100	100	475	490	502	13	10	7	42	30	24	45	56	65	NA	4	5
Limited English Proficient Students	14	64	9401	93	100	94	444	443	443	43	41	40	43	48	46	14	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	58	318	37183	94	97	97	473	486	479	14	12	16	43	32	34	43	53	49	NA	3	1
Non-Economically Disadvantaged	10	43	42318	100	100	99	NA	480	513	NA	16	5	NA	35	17	NA	44	70	NA	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	364	80000	100	100	99	543	551	564	3	4	3	13	10	11	79	77	75	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	190	39288	100	100	99	550	565	579	3	4	2	8	6	6	84	79	77	5	12	16
Male	33	174	40644	100	100	98	533	537	549	3	5	4	18	15	15	73	76	74	6	4	7
African American	NC	51	4307	NC	100	99	NC	527	551	NC	12	4	NC	10	13	NC	75	75	NC	4	7
Hispanic	54	223	32672	100	100	99	538	553	548	4	3	4	15	12	14	76	78	76	6	7	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	557	549	NC	3	3	NC	5	14	NC	89	77	NC	3	5
White	NC	45	36602	NC	100	99	NC	561	579	NC	4	2	NC	7	7	NC	71	75	NC	18	16
Students with Disabilities	12	49	9919	100	100	93	490	494	505	8	8	9	33	37	35	50	53	54	8	2	2
Students without Disabilities	59	315	70081	100	100	100	552	560	571	2	4	2	8	6	7	85	81	79	5	9	12
Limited English Proficient Students	16	66	9571	100	100	96	489	494	502	13	17	10	25	20	29	63	64	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	61	322	37534	98	98	98	541	551	547	3	4	4	13	10	15	79	78	76	5	7	5
Non-Economically Disadvantaged	10	42	42466	100	100	100	NA	556	578	NA	5	2	NA	10	7	NA	74	75	NA	12	16

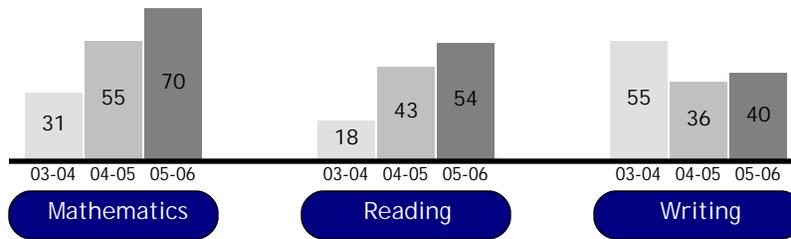
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	34	NA	58	100	33	32	47	100	25	24	46
	Language	100	19	21	50	100	36	30	47	100	43	27	48
	Mathematics	100	53	53	64	100	43	37	50	100	46	35	52
3	Reading	99	36	NA	55	98	20	30	44	95	28	28	46
	Language	97	39	43	61	98	21	28	44	97	28	27	46
	Mathematics	100	55	49	61	98	27	37	51	97	50	41	52
4	Reading	98	23	NA	56	95	30	36	48	89	34	34	52
	Language	100	26	33	52	95	30	37	49	99	34	35	52
	Mathematics	99	41	44	61	95	42	44	53	99	43	46	58
5	Reading	97	29	NA	55	98	35	38	50	97	35	39	56
	Language	100	27	31	49	98	31	38	50	100	32	37	54
	Mathematics	100	47	49	63	98	40	41	49	100	44	41	52
6	Reading	91	31	NA	56	98	37	44	51	97	35	48	56
	Language	91	23	33	48	98	31	37	47	100	30	41	50
	Mathematics	92	54	58	66	98	40	45	52	100	48	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement and Assessment
- Ü Staff Development
- Ü Discipline Policy
- Ü Instructional Budgets
- Ü School Improvement
- Ü Data Collection and Analysis

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	3.50	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	2	4	0	0
10 or more years	12	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Information Center
- Ü Outdoor Learning Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Homework/Tutoring Club
- Ü Afterschool Sports Program
- Ü Service Learning
- Ü Safety Patrol

Social Services

- Ü Parent ESL Classes
- Ü School Psychologist
- Ü St. Mary's Food Bank Gleaning Program
- Ü 2 Counselors
- Ü Osborn Health Partnership/St. Joseph's
- Ü Crisis Intervention
- Ü Parenting Classes
- Ü Adult Computer Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We continue to approach having 90% of the students continuously enrolled at MCS achieve one years growth.
  
- ü At the end of the 2004-04 school year, our absence rate was approximately 5%. Comparisons with other elementary schools in our area indicate this is a better than average attendance rate.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Montecito believes a safe and orderly environment is crucial for student achievement. We support this goal through: A zero-tolerance policy, a Responsible Thinking Program, a Crisis Management Team, and stong prevention and mental health programs.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Judith D. Whiles	(602) 707-2510
Transportation Policy	John Bachelor	(602) 707-2050
Community Resources	Cyndi West	(602) 707-2032
School Nutrition Programs	Sherri Otterson	(866) 707-2020
Parent Organization	Mark Dora	(602) 707-2530
Student Health/Nurse	Karen Hardy	(602) 707-2514

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 590 Copies = \$229.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.